Year-End Report

2013-2014

Department: TRIO Program Upward Bound

Document Prepared By:
Department Information

Annual Updates

Review & Documentation:

Internal collaborations & partnerships
[Describe any existing internal collaborations and partnerships, in which the department (or programs within the department) is engaged. Please identify any needs this department has for support from other departments within the college.]

External collaborations and partnerships
[Describe any existing external collaborations and partnerships, in which the department (or programs within the department) is engaged.]

Names of programs and services offered within the Department
[List the names of the programs and services offered in the department.]

Number of students served by the department and program(s)
[List Four-Year trend of number of students served in the department]

Department Outcomes & Indicators- 4-Year Trends (data that used to measure success)
[List outcomes and indicators and data trends, if available]

Faculty & Staff

Faculty/Staff Professional Development & Awards

Review & Documentation:

Current Year Professional Development Activities
[Professional development in which faculty and staff participated this year. Identify those that are specifically related to program development or improvement.]

Faculty & Staff Development for Upcoming Year
[Please identify any department specific faculty/staff professional development to which you would like those within the department to have access in the upcoming academic year.]

Faculty & Staff Accomplishments/Awards
[Documentation of the faculty and staff accomplishments, awards, innovations and presentations, including the name, date, and location related to conference presentations. For work associated with Perkins programs, please indicate how the accomplishments, awards, and presentations are associated with the programs within the department]
Assessment of Student Learning

Upward Bound

Program Outcomes:

1. 70% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
2. 65% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.
3. 90% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.
4. 90% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester)

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>ILO</th>
<th>Measure</th>
<th>Findings/ Improvements/Impact</th>
<th>Status, Fall 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the behaviors associated with lifelong learning and their impact on personal and professional growth.</td>
<td>Personal Responsibility</td>
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<td>Exhibit ability in relating the educational requirements and skills needed for specific careers of interest.</td>
<td>Critical Thinking</td>
<td>Assessed from exit packets of Upward Bound Graduates.</td>
<td>100% of completed exit packets of Upward Bound graduates indicate a plan for post-secondary success as well as demonstration of knowledge of other integral matters related to financial aid &amp; literacy, post-secondary admissions</td>
<td>Collected initial data.</td>
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<td>applications, and other pertinent documents and processes related to post-secondary entrance and enrollment. There are no particular curricular changes to be implemented other than the increase in critical thinking activities for our participants.</td>
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<tr>
<td>Have the ability to evaluate personal strengths and interests to determine potential career and educational pathways.</td>
<td>Critical Thinking</td>
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<td>Execute necessary skills to navigate the post-secondary application and enrollment process.</td>
<td>Personal Responsibility</td>
<td>Assessed from exit packets of Upward Bound Graduates and from student survey.</td>
<td>Student Survey indicating understanding of completion of post-secondary enrollment requirements related to institution of choice.</td>
<td>Collected initial data.</td>
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<td>Use knowledge of available resources to obtain funding for post-secondary attendance.</td>
<td>Personal Responsibility</td>
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<td>Analyze and understand concepts of personal financial literacy.</td>
<td>Personal Responsibility</td>
<td>Assessed from exit packets of Upward Bound Graduates and from student survey.</td>
<td>Student Survey indicating completion and understanding of FAFSA completion and financial planning for post-secondary education.</td>
<td>Collected initial data.</td>
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</tbody>
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